

Contact: Diana Gonzalez

UNIVERSITY STRATEGIC PLAN PROGRESS REPORTS

Action Requested: Receive the reports.

Executive Summary: The Regent universities submitted annual progress reports on their institutional strategic plans for Board review. Each university report addressed the common academic indicators approved by the Board in February 2006. The universities also tracked the performance indicators that address their strategic plans. These progress reports address the Board of Regents Strategic Plan priorities to provide “access, affordability, and student success” and “educational excellence and impact.”

Institutional leaders will provide brief oral updates. The institutions’ progress reports are attached to this memo.

Background:

Board Policy (§6.05) directs the Regent institutions to present annual progress reports on their institutional strategic plans. Board Policy indicates that the “Board shall help establish institutional direction, and monitor and evaluate progress toward achieving strategic goals.” Annual progress reports are an opportunity for the Regent institutions to address the degree to which they have advanced the Board’s strategic objectives.

The goals identified with the common academic indicators were established by each Regent university. The performance data that met or exceeded the goal are identified in green.

COMMON ACADEMIC INDICATORS

- ❖ Racial/ethnic minority student enrollment by residence as a percentage of resident, non-resident,¹ and total enrollment (fall data).

| | GOAL | 2009 | 2008 | 2007 | 2006 |
|-----------------------------|-------|-------|------|------|------|
| University of Iowa | 10.9% | 10.3% | 9.6% | 9.3% | 9.1% |
| Iowa State University | 10.0% | 10.2% | 9.5% | 9.3% | 9.2% |
| University of Northern Iowa | 8.5% | 6.9% | 6.3% | 5.9% | 6.2% |

- ❖ Racial/ethnic minority tenured/tenure-track faculty as a percentage of total tenured/tenure-track faculty (fall data).

| | GOAL | 2009 | 2008 | 2007 | 2006 |
|-----------------------------|-------|-------|-------|-------|-------|
| University of Iowa | 16.0% | 18.0% | 17.7% | 17.1% | 16.5% |
| Iowa State University | 18.0% | 18.4% | 18.6% | 17.5% | 17.5% |
| University of Northern Iowa | 14.0% | 12.6% | 11.6% | 11.0% | 11.9% |

¹ Does not include international students because their race/ethnicity is not applicable.

- ◇ Women tenured/tenure-track faculty as a percentage of total tenured/tenure-track faculty (fall data).

| | GOAL | 2009 | 2008 | 2007 | 2006 |
|-----------------------------|-------------|-------------|-------------|-------------|-------------|
| University of Iowa | 32.0% | 30.5% | 29.4% | 29.1% | 29.0% |
| Iowa State University | 33.0% | 28.7% | 27.7% | 27.9% | 27.9% |
| University of Northern Iowa | 42.0% | 42.6% | 42.7% | 41.3% | 40.1% |

- ◇ One-year retention rates of new, direct-from-high school freshmen (fall data).

| | GOAL | 2009 | 2008 | 2007 | 2006 |
|-----------------------------|-------------|-------------|-------------|-------------|-------------|
| University of Iowa | 86.0% | 83.0% | 83.1% | 82.7% | 84.1% |
| Iowa State University | 90.0% | 84.0% | 83.5% | 84.9% | 83.4% |
| University of Northern Iowa | 84.0% | 82.3% | 83.7% | 82.3% | 82.1% |

- ◇ Six-year graduation rates of new, direct-from-high school freshmen (fall data).

| | GOAL | 2009 | 2008 | 2007 | 2006 |
|-----------------------------|-------------|-------------|-------------|-------------|-------------|
| University of Iowa | 70.0% | 68.5% | 66.0% | 65.9% | 65.5% |
| Iowa State University | 72.0% | 67.2% | 67.4% | 65.6% | 65.8% |
| University of Northern Iowa | 68.0% | 66.5% | 63.0% | 65.0% | 67.1% |

- ◇ Total sponsored funding by fiscal year, in millions of dollars (fiscal year data).

| | GOAL | 2009 | 2008 | 2007 | 2006 |
|-----------------------------|-----------------------|-------------|-------------|-------------|-------------|
| University of Iowa | \$401.6M ² | \$429.5M | \$386.2M | \$382.2M | \$366.4M |
| Iowa State University | \$300.0M | \$305.2M | \$274.1M | \$272.0M | \$279.7M |
| University of Northern Iowa | \$35.0M | \$29.6M | \$36.7M | \$24.0M | \$20.0M |

- ◇ Three-year rolling average of annual royalties/license fee income (fiscal year data).

| | GOAL | 2009 | 2008 | 2007 | 2006 |
|-----------------------------|---------------------|-------------|-------------|-------------|-------------|
| University of Iowa | \$8.7M ³ | \$19.3M | \$17.8M | \$15.6M | \$12.9M |
| Iowa State University | \$10.0M | \$12.3M | \$11.9M | \$10.3M | \$5.2M |
| University of Northern Iowa | NA | NA | NA | NA | NA |

² The University of Iowa's goal is to increase sponsored funding by 2.5% each year. In 2008, total sponsored funding increased by 10.3% from the prior year.

³ The University of Iowa's peer group median for the current three-year average.

◆ Faculty salaries as compared to peer institutions (fall data).

| GOAL | 2009 | 2008 | 2007 | 2006 |
|--|---|---|---|---|
| SUI | | | | |
| ◆ Increase nonclinical tenure/tenure-track faculty salaries to top third of peer group | ◆ Nonclinical is 8/11 | ◆ Nonclinical is 8/11 | ◆ Nonclinical is 8/11 | ◆ Nonclinical is 8/11 |
| ◆ Increase clinical medicine faculty salaries to 50 th percentile in AAMC | ◆ Clinical is 37 th percentile | ◆ Clinical is 39 th percentile | ◆ Clinical is 41 st percentile | ◆ Clinical is 40 th percentile |
| | | | | |
| ISU | | | | |
| ◆ Increase faculty salaries to 102% of peer mean | 97% of peer mean | 95% of peer mean | 94% of peer mean | 95% of peer mean |
| | | | | |
| UNI | | | | |
| ◆ 70 th percentile or better | 54 th percentile | 46 th percentile | 54 th percentile | 46 th percentile |



INDICATORS OF PROGRESS 2005-2010

In each year of the 2005-2010 planning period, the University will look to the following 44 indicators to measure our progress toward achieving the aspiration and goals articulated in this strategic plan. These indicators, a combination of institutional targets and peer benchmark measures, are not intended to evaluate every initiative described in the plan. Nor are they intended to stand alone; we also will monitor a wide variety of other measures that are reported in annual governance reports to the Board of Regents, State of Iowa, and elsewhere. However, these indicators will provide an annual snapshot of our overall progress, institutional health, and competitiveness among our peers.

Undergraduate Education

| Indicator | | Baseline/Target | Status – Spring 2010 |
|-----------|--|--|---|
| 1 | ACT scores | Improve mean ACT score from 24.7 (fall 2004) to 26.5 (P) | 25.4 (fall 2009) |
| 2 | One-year retention rate of new, direct-from-high-school students | Increase from 83.2% (2003 cohort) to 86.0% (P) | 83.0% (2008 cohort) |
| 3 | Six-year graduation rate of new, direct-from-high-school students | Increase from 66.2% (1998 cohort) to 70.0% (P) | 68.5% (2003 cohort) |
| 4 | Percent of undergraduates who utilize Pomerantz Career Center services | Calendar 2004: Increase number of registered internships from 985 to 1,350; increase number of advising appointments from 3,680 to 4,550; increase number of employer/ student interviews from 1,500 to 3,850; increase number of students attending career planning seminars from 1,250 to 1,650 (I) | Calendar 2009: Registered internships: 707 Advising appointments: 3,702 Employer/student interviews: 4,263 Number of students attending career planning seminars: 2,792 |
| 5 | Study abroad participants | Increase undergraduate student participation from 689 students to 1,000 (I); increase graduate student participation from 271 to 475 (I) (FY04) | 884 undergraduate students; 399 graduate students (FY09) |

| Indicator | Baseline/Target | Status – Spring 2010 |
|---|---|---|
| 6 Complete a comprehensive study of the undergraduate experience at Iowa | Committee report to recommend programmatic improvements (I) | HLC reaccreditation focused on undergraduate education, leading to several specific recommendations for improvement of the undergraduate student experience. The Strategic Task Force on Undergraduate Education prepared a comprehensive report on steps to be taken to improve the undergraduate experience, including an improvement and enhancement of living learning communities, strategies for student engagement, and a focus on student learning outcomes. The Provost's Office hired an Assessment Director to monitor progress on student learning outcomes. |
| 7 Review collegiate general education requirements to ensure that all students receive a strong background in the arts and sciences | Committee report to recommend programmatic improvements (I) | The General Education Advisory Committee in the College of Liberal Arts and Sciences (CLAS) continues to monitor and to assess courses added to the general education program for content and relevance. CLAS will begin another round of General Education Requirement reviews later this year |
| 8 Create additional opportunities for students to engage in research, scholarship, and creative work | Inventory current efforts and develop plans for involving more students (I) | <ul style="list-style-type: none"> • Research award programs are providing scholarship support for more than 180 undergraduates in research • Undergraduate employment in research positions – 535 students involved • Undergraduate research for credit - more than 800 students participating in individualized instruction • Excellence in Undergraduate Research Awards created to stimulate undergraduate research • A Fall Undergraduate Research Festival created, adding a second University-wide presentation opportunity for student research • Responsible conduct in research certification developed for undergraduates involved in funded research • Five years of Research in the Capitol, pioneered by the UI Honors Program, that has allowed over 240 UI, ISU, and UNI students to present their research to legislators and Regents |
| 9 Number of First-Year Seminars | Increase from 13 (in 2004-05) to 50 sections per academic year (I) | 123 (AY10) |



Graduate and Professional Education and Research

| Indicator | | Baseline/Target | Status – Spring 2010 |
|-----------|--|---|---|
| 10 | Pass rates on qualifying, licensing, and certification exams | Maintain pass rates above national means in selected areas (P) | Pass rates above national means for Medicine and Pharmacy professional licensing exams. Pass rates above national mean for Part Two of the Dentistry professional licensing exam and slightly below for Part One. The bar exam is given by state; pass rates for UI College of Law students above the mean for the state of Iowa. |
| 11 | Number of graduate students winning national fellowships or awards | 30 awards in each of next five years (I) | 83 (FY10) |
| 12 | Time to PhD degree | Decrease the average from 6.7 years (students graduated within five years, 1999-2004) to 6.4 years (I) | Students graduated within five years, 2004-2009: 6.5 years average |
| 13 | Total sponsored funding by fiscal year, in millions of dollars | Increase external funding 2.5% per year (P) (FY 04 total sponsored funding: \$332.6M) | 10.3% (FY09 total sponsored funding: \$429.5M) |
| 14 | Sponsored research applications | Increase the number of annual external grant applications from 3,041 (FY04) to 3,200 (I) | 3,872 (FY09) |
| 15 | Fellowships and scholarships | Increase to 10 the average number of national faculty fellowships and scholarships awarded per year (Guggenheim, Fulbright, NEA, and NEH) (I) | 5 (FY10) |
| 16 | Graduate assistant salary and tuition scholarship levels | Increase to top third of peer group (P) (FY04: TA salary 7/11, RA salary 6/11) | TA Salary 3/11, RA Salary 3/11 (FY09) |
| 17 | Graduate fellowships and scholarships | Redeploy block allocation to support the recruitment of higher quality graduate students (I) | FY08 was the third and final year of the three year process of redeploying the block allocation. This reallocation process has resulted in the establishment of three new fellowship programs to encourage and reward retention and degree completion efforts. The reallocation process has also resulted in an increase in the number of fellowships offered for recruitment, and allowed maintenance of the competitive stipends. |



Diversity

| | Indicator | Baseline/Target | Status – Spring 2010 |
|----|---|--|--|
| 18 | Climate measures reported in regular campuswide survey | Establish benchmark and target after the completion of the campuswide survey (I) | The Office of Equal Opportunity and Diversity, after reviewing the results of the student diversity climate surveys and considering other data, has proposed that the UI retain its current diversity-related indicators, continue to undertake steps to eliminate differences in how majority and minority students experience the UI, and regularly survey students to monitor progress. |
| 19 | Racial/ethnic minority student enrollment as a percentage of total enrollment | Increase from 8.7% (fall 2003) to 10.9% (P) | 10.3% (fall 2009) |
| 20 | International student enrollment as a percentage of total enrollment | Increase from 7.0% (fall 2004) to 9.0% (I) | 8.0% (fall 2009) |
| 21 | Racial/ethnic minority tenured/tenure track faculty as a percentage of total tenured/tenure track faculty | Increase from 13.6% (fall 2003) to 16.0% (P) | 18.0% (fall 2009) |
| 22 | Women tenured/tenure track faculty as a percentage of total tenured/tenure track faculty | Increase from 27.7% (fall 2003) to 32.0% (P) | 30.5% (fall 2009) |
| 23 | Women in executive positions | Increase from 32.1% (fall 2003) to 37.0% (I) | 37.3% (fall 2009) |
| 24 | Racial/ethnic minorities in executive positions | Increase from 6.7% (fall 2003) to 8.0% (I) | 8.3% (fall 2009) |
| 25 | Racial/ethnic minority P&S staff as a percentage of total P&S staff | Increase from 6.5% (fall 2003) to 7.5% (I) | 6.9% (fall 2009) |
| 26 | Undergraduate racial/ethnic minority student first-year retention rate | Increase from 79.4% (2003 cohort) to 85.2% (I) | 80.6% (2008 cohort) |



| | Indicator | Baseline/Target | Status – Spring 2010 |
|----|---|---|----------------------|
| 27 | Central support of diversity hires through the Faculty Diversity Opportunities Program (FDOP) | Increase budget pool from \$800,000 (FY05) to \$1,300,000 (I) | \$1,859,756 (FY10) |

Vitality

| | Indicator | Baseline/Target | Status – Spring 2010 |
|----|---|---|---|
| 28 | Faculty salaries as compared to peer institutions | Increase nonclinical tenured/tenure track faculty salaries to top third of peer group (10 of 11 in 2004-05) (P); increase clinical medicine faculty salaries to 50 th percentile in AAMC (P) | Nonclinical: 8 of 11 (FY09)* Clinical: 37 th percentile (FY09) *Based on a preliminary look at salary data collected by the American Association of University Professors (AAUP) |
| 29 | P&S salaries | Monitor salaries of P&S employees at CIC institutions on an annual basis. Make determinations annually related to the competitiveness of UI P&S salaries. (P) | Percent above the mean for UI nonorganized P&S salaries when compared primarily to the Big Ten: 3.87% (FY09) |
| 30 | Association of Research Libraries (ARL) rank among public research universities | Maintain top 15 ranking among public research libraries (P) (Baseline: ranked 14 th in 2003) | 20 th (2008) |
| 31 | Total gift productivity | Increase annual total gift productivity through the UI Foundation from \$144.5 million (5-year average, 2000-2004) to \$200.0 million (I) | \$170.5M (5-year average, 2005-2009) |
| 32 | Space needs assessment and allocation policies | Create comprehensive plans and policies to assure optimum use of existing and new space (I) | The University's new Space Information Management System (SIMS) has expanded to include data for all campus buildings. Password-protected access has been given to all collegiate and University administrative offices to help them more actively manage their assigned space. Space guidelines for office sizes created in capital projects are being added to the University's Design Reference Manual in spring 2010. |

| Indicator | Baseline/Target | Status – Spring 2010 |
|---|---|--|
| 33 Health risk assessment | 50% participation of faculty and staff in survey (I); 50% participation of identified at-risk individuals in campus health programs (I) | 61.0% participation of faculty and staff in survey (2009); 36.0% participation of at-risk individuals in campus health programs (2009) |
| 34 Faculty/staff participation in development and leadership programs | Increase annual enrollment in programs from 9,300 (FY03) to 10,250 (I) | 18,353 (FY09) |
| 35 Percent of employees receiving annual performance reviews | Increase from 85.0% (FY03) to 100.0% (I) | 92.8% (FY09) |
| 36 Administrative transformation | Conduct six reviews per year during first three years of planning period (I) | 25 (FY10) |
| 37 Deferred maintenance and safety improvements | Reallocate \$1 for every \$2 in new capital appropriations received to address critical deferred maintenance and safety improvement needs (I) | In FY 2008, the state of Iowa committed approximately \$9M in new Academic Building Revenue Bond authority for deferred maintenance that will help elevate the overall condition of the existing facilities. The bond proceeds will not be available until April, 2010, and will be used to reimburse the University for its increased deferred maintenance work undertaken since 2008. The University increased its General Education Fund annual support for building renewal and safety funding by \$750,000 in FY 2009. However, in response to state appropriations reversions in FY 2009 and again in FY 2010, UI reduced its General Education Fund building renewal allocation by approximately \$2 million. The University has been committed to dedicating funding for building renewal equal to 1.5% of the replacement value of new facilities not otherwise supported by bonded enterprises. Under the present circumstance of falling state appropriation support, that is not anticipated to occur in FY 2011. This practice will be a priority for restoration beginning in FY 2012. |

| Indicator | Baseline/Target | Status – Spring 2010 |
|------------------|--|--|
| 38 Gender equity | Appoint committee to study gender equity and develop action plan if deficiencies are found (I) | <p>UI has built upon many of the recommendations of the Gender Equity Task Force (date) and continued to progress in the areas of gender equity through engaging in the following activities:</p> <ul style="list-style-type: none"> • Continued education about the University policy on extension of the probationary period to include an automatic one-year extension of the tenure clock for all probationary faculty, following the permanent addition of a child (by birth or adoption) to a faculty household • Continued implementation of the Dual Academic Career Initiative to support spouse/partner faculty appointments • Continued development of peer mentoring networks for new and junior female faculty and faculty of color • Coordination of a Presidential requirement that all faculty and regular staff members, who hold a 50% or greater appointment, receive sexual harassment training (resulting in 98.9% compliance for faculty and staff) • Participation in the Harvard Graduate School of Education COACHE Survey of Early Career Faculty (COACHE - The Collaborative on Academic Careers in Higher Education). Resulting data related to women, racial minority, and international faculty were reviewed by the UI Faculty Development Advisory Council to inform faculty development programming and policies • Revision of key UI policies impacting gender equity, including the UI Sexual Misconduct Involving Students policy and the UI Policy on Sexual Harassment (anticipated completion in June 2010) • Implementation of on-line training modules – required of all first year undergraduate students as condition of enrollment – to educate on sexual misconduct and sexual harassment prevention • Launching of the inaugural “Annual UI Health Sciences & Engineering Women Faculty Development Conference” • Promotion and support of the Iowa “Way Up: Women in Higher Education” annual conference with the UI serving on the conference planning committee and conference program |



| Indicator | Baseline/Target | Status – Spring 2010 |
|------------------------------------|---|---|
| 39 Arts and humanities initiatives | Revisit the recommendations of the 1997 Task Force on the Arts and Humanities; implement the campus dialog on the humanities envisioned in the AAU's 2004 report, "Reinvigorating the Humanities" (I) | Humanities and arts departments co-sponsored (with community partners) the three-day symposium "Platforms for Public Scholars," to address how humanities scholars, by engaging in partnerships with nonprofit organizations and community groups, can provide unique research and teaching opportunities while also serving the public good. The Undergraduate Writing Program continued at full enrollment in its second year, with 81 students participating so far (the first class will graduate this spring). Iowa City was chosen a UNESCO City of Literature (the third in the world) in 2008, having been nominated by the university's International Writing Program; this spring, the organization's first executive director was appointed. Last year, the humanities and arts, working together with fields of science, technology, business, and policy, created a sustainability certificate for undergraduates; this spring 28 students are pursuing that certificate. The Iowa Writers and Performing Arts living-learning communities will be expanded beginning in fall 2010 to serve more students. |

Engagement

| Indicator | Baseline/Target | Status – Spring 2010 |
|--|--|---|
| 40 UI contributions to external community | Develop recognition program for faculty, staff, and students who make significant external contributions (I) | Created President's Award for State Outreach and Public Engagement – 23 awarded to date (6 for the 2004-05 academic year, 4 for the 2005-06 academic year, 9 for the 2006-07 academic year, 4 for the 2007-08 academic year). The program was suspended in 2008-09 due to budget cuts. |
| 41 Number of students participating in cooperative education, community internship, service learning, and volunteer programs | Increase service learning course enrollment to 1,000 (I); increase number of student volunteers to 2,000 (I) | <i>Service learning course enrollment:</i> The University plans to identify service learning courses within its new student information system ("MAUI"), currently under development. Given that additional service learning courses have been developed and student interest continues to grow, UI expects that service learning course enrollments have increased significantly from the 1,273 enrollments reported in spring 2007 (a proxy measure based on enrollment in the 49 service learning courses that arose out of the Service Learning Institutes offered in 2006 and 2007). In addition, UI faculty continue to broaden the types of |

| Indicator | Baseline/Target | Status – Spring 2010 |
|-----------|-----------------|---|
| | | <p>service learning courses offered.</p> <p>The Center for Teaching has undertaken various efforts to support faculty who are actively engaged in teaching service learning courses or incorporating course content around issues of civic responsibility:</p> <ul style="list-style-type: none"> • 16 instructors participated in a 3-day faculty development institute in May 2009, "From Engaged Teaching to Engaged Learning"; the group met again in November and February to continue reading and present their final projects. • The Center launched the year-long Crossroads Project, which brought in two nationally known experts in the scholarship and teaching of diversity as it intersects with civic engagement and democratic discourse. One of these experts will return in May to conduct an institute for 15 faculty fellows. The institute fellows will create new courses that incorporate democratic dialogue, civic engagement, and individual responsibility. They also will submit individual teaching commentaries that will be published on the Center for Teaching web site in its new "Occasional Papers" series. • A faculty committee has been established to review courses proposed to be included on the Center for Teaching's list of service learning courses. Committee members will begin the review process in late April. Instructors whose courses do not yet qualify will receive feedback and will be invited to consult with the Center director and to resubmit. <p><i>Student volunteers: 2,151* (FY10).</i></p> <p><i>*Estimated number of 10,000 Hours Show participants, as a proxy measure.</i></p> <p>The UI Civic Engagement Program (CEP) has created an online survey to assist with tracking self-reported student volunteer activities.</p> <p>Other indicators of student engagement include:</p> <ul style="list-style-type: none"> • Participation in the Martin Luther King, Jr. Day of Service: 140 student, faculty, and staff volunteers at 15 service sites in 2010 (60 volunteers at 15 service sites in 2009). • In fall 2007, UI added an additional national day of service: Make a |

| Indicator | Baseline/Target | Status – Spring 2010 |
|---|--|---|
| | | <p>Difference Day. In fall 2009, 99 volunteers (mostly students) participated.</p> <ul style="list-style-type: none"> Through the Iowa Commission on Volunteer Service, in 2008 the Governor's Office and Iowa Campus Compact won an AmeriCorps Education Award grant. UI is one of the sites for the grant. Work-study students at nonprofit agencies who engage in service (the goal is 300 hours) and recruit 10 others into a volunteer opportunity receive up to \$1,000 toward tuition. This year 16 students participated in the program, receiving a total of \$14,306 in education awards. The Residence Life Saturdays in Service program has so far this year involved more than 400 students in various volunteer activities. |
| 42 Patient satisfaction rating | Improve outpatient mean score from 4.35 (FY02) to 4.50 (scale = 5.00) (I); improve inpatient mean score from 86.8 (FY02) to 90.0 (scale=100.0) (I) | Outpatient survey instrument changed in FY06 to a 100.0 scale; outpatient mean score 90.2 on "care received during visit" (FY09); Inpatient mean score 87.3 on "overall rating of care given" (FY09) |
| 43 Number of options and licenses of UI intellectual property | Increase from 42 (FY03) to 75 (I) | 30 (FY09) |

| Indicator | Baseline/Target | Status – Spring 2010 |
|--|---|---|
| <p>44 Tracking outreach and economic development efforts</p> | <p>Collect information on all outreach and economic development efforts and set targets (I)</p> | <p>Indicator #1: Construct and begin operations of a life sciences “wet laboratory” business incubator by 2009.</p> <ul style="list-style-type: none"> • FY 09 - The first tenants moved in January 2009 and now occupy 50% of the wet lab space and 65% of the office space. There are 6 companies in the building with 3 deriving from University of Iowa Technology – KemPharm, Vertex Pharmaceuticals, Cellular Engineering Technologies, Terpenoid Therapeutics, ASL Analytical, Exemplar Genetics. • The building also includes a 45,000 sf wing operated by the developer (Ryan Companies of Cedar Rapids). They are actively recruiting for this space and in the summer 2010, UI will lease part of this space for units that have connection to the University Research Park. that will house more established laboratory- and office-based companies. <p>Indicator #2: Attract, retain or expand (by at least 25% GSF) one to two companies per year at the University of Iowa Research Park (formerly Oakdale Research Park).</p> <ul style="list-style-type: none"> • In FY09, the Research Park attracted one new company (the Brighton Group) which is still in lease negotiations with the owner of the building. In addition, one company (LMS International) was retained by relocating it to a new building constructed specifically for the company. • In FY 10, the Research Park signed a lease with The Brighton Group. <p>Indicator #3: Attract two to three companies per year to the business incubator at the University of Iowa Research Park (formerly Oakdale Research Park) and business incubator on the Oakdale Research Campus (now University of Iowa Research Park).</p> <ul style="list-style-type: none"> • In FY09, one new company (Pohaku) was attracted to the Technology Innovation Center, while four existing companies relocated to expanded and substantially improved space in the UI BioVentures Center (ASL Analytical, Terpenoid Therapeutics, Vertex Pharmaceuticals and Cellular Engineering Technologies). Two new companies were attracted to the BioVentures Center (Exemplar Genetics and KemPharm). KemPharm was previously located in wet lab space in North Liberty. Exemplar Genetics is a new UI spin-off company. • In FY 10, four new companies were attracted to the Technology Innovation Center – J&J Solutions, ABMIGroup, Kepa Services, Inc. and SantosHuman, Inc. |

(P) = Peer Benchmark
(I) = Internal Target

Forward thinking. The Iowa State University 2005-2010 Strategic Plan

April 2010 Progress Report

rev 3/23/2010

Regents Common Academic Indicators

| 1, 2 Enrollment - Headcount | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | Goal |
|---|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Undergraduate - Fall | 21,035 | 21,503 | 22,087 | 23,060 | 22,999 | 22,230 | 21,354 | 20,732 | 20,440 | 21,004 | 21,607 | 22,521 | 20,500 |
| % of goal | 103% | 105% | 108% | 112% | 112% | 108% | 104% | 101% | 100% | 102% | 105% | 110% | |
| Graduate & Professional - Fall | 4,550 | 4,607 | 4,758 | 4,763 | 4,899 | 5,150 | 5,026 | 5,009 | 5,022 | 5,156 | 5,249 | 5,424 | 5,500 |
| % of goal | 83% | 84% | 87% | 87% | 89% | 94% | 91% | 91% | 91% | 94% | 95% | 99% | |
| All Students - Fall | 25,585 | 26,110 | 26,845 | 27,823 | 27,898 | 27,380 | 26,380 | 25,741 | 25,462 | 26,160 | 26,856 | 27,945 | 26,000 |
| % of goal | 98% | 100% | 103% | 107% | 107% | 105% | 101% | 99% | 98% | 101% | 103% | 107% | |
| The university's goal is to enroll 20,500 undergraduate students and 5,500 professional and graduate students for a total enrollment of 26,000. This target balances the decline in the number students graduating from Iowa high schools with continual improvements in initiatives to recruit new students and increase existing students' success. The undergraduate figure continues to exceed the target and the graduate figure continues to approach the target. | | | | | | | | | | | | | |
| 3 U.S. Students of Color | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | Goal |
| Percent of Total Fall Enrollment | 7.3% | 7.3% | 7.3% | 7.7% | 8.1% | 8.4% | 8.5% | 9.0% | 9.2% | 9.3% | 9.5% | 10.2% | 10.0% |
| % of goal | 73% | 73% | 73% | 77% | 81% | 84% | 85% | 90% | 92% | 93% | 95% | 102% | |
| Students of color as a percentage of the total enrollment (minus international students) has steadily increased over the past eight years. The university is resolute in its desire to continue this trend and has set a goal of 10.0%. At 10.2%, the percentage for fall 2009 has surpassed the target. "U.S. Students of Color" includes students who are U.S. citizens, immigrants, or refugees who have identified themselves as African American, American Indian/Alaskan Native, Asian/Pacific Islander, or Hispanic. | | | | | | | | | | | | | |
| 4 Tenured & Tenure Eligible Faculty | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | Goal |
| Total FTE T/TE Faculty, October Payroll | 1,392 | 1,376 | 1,377 | 1,351 | 1,318 | 1,331 | 1,305 | 1,317 | 1,278 | 1,254 | 1,281 | 1,310 | 1,400 |
| % of goal | 99% | 98% | 98% | 97% | 94% | 95% | 93% | 94% | 91% | 90% | 92% | 94% | |
| The number of tenured and tenure-eligible faculty had decreased over the years resulting in higher than optimal student-to-faculty ratios. The goal of 1,400 tenured/tenure-eligible faculty coupled with an overall enrollment of 26,000 would bring the student-to-faculty ratio back into proper alignment. The number has increased in the last two years and is now at 94% of the target | | | | | | | | | | | | | |
| 5 Faculty of Color | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | Goal |
| Percent of FT T/TE Faculty, October Payroll | na | 11.9% | na | 13.8% | na | 13.9% | 14.1% | 18.3% | 17.5% | 17.5% | 18.6% | 18.4% | 18.0% |
| % of goal | | 66% | | 77% | | 77% | 78% | 102% | 97% | 97% | 103% | 102% | |
| The university remains resolute in its commitment to increase the diversity of its faculty. Faculty diversity, as measured by the percent of faculty who are faculty of color, has increased over the years, to surpass in fall 2008 the five year goal of attaining 18% and stands at 18.4% in fall 2009. | | | | | | | | | | | | | |
| 6 Women Faculty | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | Goal |
| Percent of FT T/TE Faculty, October Payroll | na | 24.9% | na | 25.9% | na | 26.4% | 26.8% | 27.6% | 27.9% | 27.9% | 27.7% | 28.7% | 33.0% |
| % of goal | | 75% | | 78% | | 80% | 81% | 84% | 85% | 85% | 84% | 87% | |
| Faculty diversity, as measured by the percent of faculty who are women is higher than last year. At 28.7%, it represents an increase of over two percentage points from six years ago. The university remains resolute in its commitment to increase the diversity of its faculty and has set five year goals of increasing the percentage of tenured/tenure-eligible faculty who are women to 33%. | | | | | | | | | | | | | |

Forward thinking. The Iowa State University 2005-2010 Strategic Plan

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| 7 One-Year Retention Rate | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | Goal |
|---|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| First Time Freshmen (Total), Summer & Fall Entry, Percent Who Returned for Second Year - Entry Fall | 83.6% | 84.4% | 85.1% | 83.7% | 83.4% | 84.2% | 84.7% | 85.8% | 83.4% | 84.9% | 83.5% | 84.0% | 90.0% |
| % of goal | 93% | 94% | 95% | 93% | 93% | 94% | 94% | 95% | 93% | 94% | 93% | 93% | |
| First Time Freshmen (Students of Color), Summer & Fall Entry, Percent Who Returned for Second Year - Entry Fall | 82.4% | 83.9% | 83.9% | 85.5% | 82.9% | 80.9% | 84.9% | 84.7% | 83.6% | 82.7% | 80.2% | 79.6% | 90.0% |
| % of goal | 92% | 93% | 93% | 95% | 92% | 90% | 94% | 94% | 93% | 92% | 89% | 88% | |

The five-year target is to have 90% of all freshmen regardless of background return for the second year. There has not been a steady increase in the percentage of freshmen who return for their second year.

| 8 Six-Year Graduation Rate | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | Goal |
|---|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| First Time Freshmen (Total), Summer & Fall Entry, Percent Who Graduated in Six Years - Entry Fall | 61.1% | 60.4% | 62.4% | 63.7% | 65.3% | 65.7% | 66.5% | 68.0% | 65.8% | 65.6% | 67.7% | 69.3% | 72.0% |
| % of goal | 85% | 84% | 87% | 88% | 91% | 91% | 92% | 94% | 91% | 91% | 94% | 96% | |
| First Time Freshmen (Students of Color), Summer & Fall Entry, Percent Who Graduated in Six Years - Entry Fall | 38.6% | 40.7% | 51.3% | 49.2% | 48.2% | 55.4% | 48.0% | 56.5% | 55.2% | 55.6% | 57.7% | 64.8% | 72.0% |
| % of goal | 54% | 57% | 71% | 68% | 67% | 77% | 67% | 78% | 77% | 77% | 80% | 90% | |

Overall progress has been made on increasing the percentage of undergraduate students who graduate in six years. The university has set a goal of having 72% of all undergraduate students regardless of background receive a degree before or by the end of their sixth year.

| 9 Student-to-Faculty Ratio | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | Goal |
|--|------|------|------|------|------|------|------|------|------|------|------|------|------|
| Fall FTE Enrollment : Total FTE Faculty, October Payroll | 14.3 | 13.7 | 16.0 | 16.2 | 16.3 | 15.6 | 15.5 | 14.8 | 14.8 | 15.8 | 15.6 | 16.3 | 15.0 |

The ratio of students-to-faculty is larger than optimal resulting in larger class sizes and less faculty time available per student. The university has been making a concerted effort to increase the number of faculty and reduce the ratio to 15:1 by 2010. Unfortunately, budget constraints of recent years have limited the effort. This measure includes all faculty not just tenured and tenure/eligible faculty.

| 10 Class Size - Under 50 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | Goal |
|--------------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Percent of All Class Sections - Fall | 81.7% | 82.7% | 81.2% | 78.7% | 79.0% | 80.6% | 79.8% | 83.0% | 83.6% | 82.8% | 81.8% | 81.0% | 85.0% |
| % of goal | 96% | 97% | 96% | 93% | 93% | 95% | 94% | 98% | 98% | 97% | 96% | 95% | |

Faculty-student interaction is at the heart of a university education and the quality of these interactions is often enhanced by smaller classes. The university has a goal of increasing the percent of classes geared for fewer than 50 students to 85% as a means of continuing to improve the quality of the education students receive. Again, budget constraints have made attainment of this goal difficult.

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| 11 Class Size - Under 20 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | Goal |
|---|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Percent of All Class Sections - Fall | 31.9% | 36.8% | 36.0% | 32.8% | 35.1% | 35.4% | 33.0% | 36.1% | 37.7% | 35.4% | 34.4% | 32.6% | 40.0% |
| % of goal | 80% | 92% | 90% | 82% | 88% | 89% | 83% | 90% | 94% | 89% | 86% | 82% | |
| Faculty-student interaction is at the heart of a university education and the quality of these interactions is often enhanced by smaller classes. The university has a goal of increasing the percent of classes geared for fewer than 20 students to 40% as a means of continuing to improve the quality of the education students receive. Again, recent budgets have made attainment of this goal difficult. | | | | | | | | | | | | | |

Items 12 - 16 are from the National Survey of Student Engagement (NSSE). NSSE annually assesses the extent to which undergraduate students are involved in educational practices empirically linked to high levels of learning and development. In an effort to make it easier for people on and off campus to talk productively about student engagement and its importance to student learning, collegiate quality, and instructional improvement, NSSE created five clusters of measures or benchmarks of effective educational practice:

- Level of academic challenge,
- Active and collaborative learning,
- Student-faculty interactions,
- Enriching educational experiences, and
- Supportive campus environment.

Each year, approximately 200,000 students at 650 four-year colleges and universities participate in NSSE. Iowa State's targets for each of the five NSSE benchmarks have been set just above the mean score achieved at doctoral-extensive universities who participated in the survey. A brief explanatory note accompanies each of the benchmarks.

| 12 Academic Challenge: NSSE | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | Goal |
|--|------|------|------|------|------|------|------|------|------|------|
| Seniors - 100 Points Possible - Fall Report | 50 | 52 | 51 | na | 52 | 52 | 52 | 53 | 55 | 55 |
| % of goal | 91% | 95% | 93% | | 95% | 95% | 95% | 96% | 100% | |
| Challenging intellectual and creative work is central to student learning and collegiate quality. College and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student involvement. This benchmark measures senior students' perception of the extent to which Iowa State is an academically challenging university. The goal of 55 has been attained this year. | | | | | | | | | | |

| 13 Active & Collaborative Learning: NSSE | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | Goal |
|--|------|------|------|------|------|------|------|------|------|------|
| Seniors - 100 Points Possible - Fall Report | 46 | 46 | 45 | na | 47 | 47 | 48 | 49 | 51 | 49 |
| % of goal | 94% | 94% | 92% | | 96% | 96% | 98% | 100% | 104% | |
| Students learn more when they are intensely involved in their education and are asked to think about and apply what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students to deal with the messy, unscripted problems they will encounter daily, during and after college. This benchmark measures senior students' perception of the extent to which Iowa State has engaged them in active and collaborative learning experiences. The goal of 49 set for 2010 has been surpassed. | | | | | | | | | | |

| 14 Student-Faculty Interaction: NSSE | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | Goal |
|---|------|------|------|------|------|------|------|------|------|------|
| Seniors - 100 Points Possible - Fall Report | 39 | 41 | 39 | na | 41 | 40 | 41 | 42 | 44 | 41 |
| % of goal | 95% | 100% | 95% | | 100% | 98% | 100% | 102% | 107% | |
| Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning. This benchmark measures senior students' perception of the quality of their interactions with Iowa State faculty members. The goal of 41 set for 2010 has been surpassed. | | | | | | | | | | |

Forward thinking. The Iowa State University 2005-2010 Strategic Plan

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15 Enriching Education: NSSE

Seniors - 100 Point Possible - Fall Report

% of goal

| 2005 | 2006 | 2007 | 2008 | 2009 | Goal |
|------|------|------|------|------|------|
| 39 | 39 | 41 | 41 | 43 | 41 |
| 95% | 95% | 100% | 100% | 105% | |

Complementary learning opportunities inside and outside the classroom augment academic programs. Experiencing diversity teaches students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior cap-stone courses provide opportunities to integrate and apply knowledge. This benchmark measures senior students' perception of the richness of the learning environments and opportunities available at Iowa State University. NSSE significantly reworked this cluster making comparisons with data collected in previous years impossible. Thus, data is only shown for 2005 through 2009. The figures for the most recent three years indicate the goal of 41 has been reached and surpassed.

16 Supportive Campus Environment: NSSE

Seniors - 100 Points Possible - Fall Report

% of goal

| 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | Goal |
|------|------|------|------|------|------|------|------|------|------|
| 52 | 55 | 55 | na | 53 | 54 | 56 | 57 | 57 | 55 |
| 95% | 100% | 100% | | 96% | 98% | 102% | 104% | 104% | |

Students perform better and are more satisfied at colleges that are committed to their success and that cultivate positive working and social relations among different groups on campus. This benchmark measures senior students' perception of the extent to which Iowa State is a supportive campus. Again, the figures for recent years show that the goal of 55 has been surpassed.

17 Sponsored Funding Awards

Millions of Dollars - Fiscal Year

% of goal

| 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | Goal |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| \$156.2 | \$199.2 | \$211.2 | \$217.7 | \$225.4 | \$230.4 | \$274.2 | \$286.9 | \$279.7 | \$272.0 | \$274.1 | \$305.2 | \$300.0 |
| 52% | 66% | 70% | 73% | 75% | 77% | 91% | 96% | 93% | 91% | 91% | 102% | |

Sponsored funding reflects the level of the university's funded research and scholarly activity. Sponsored funding at Iowa State University had grown steadily from 1998 to 2005, slightly decreased in 2006 and 2007, but rebounded in 2008 and has surpassed the goal of \$300 million this year. The university expects this level of funding to increase as it recruits and retains outstanding faculty.

18 Faculty Articles and Citations

Total Articles Published by ISU Faculty - Rolling 5 Year Average

% of goal

Total Citations of Articles Published by ISU Faculty - Rolling 5 Year Average

% of goal

| 1998-2002 | 1999-2003 | 2000-2004 | 2001-2005 | 2002-2006 | 2003-2007 | 2004-2008 | Goal |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|--------|
| 7,719 | 8,003 | 8,288 | 8,628 | 8,934 | 9,572 | 9,851 | 9,000 |
| 86% | 89% | 92% | 96% | 99% | 106% | 109% | |
| 36,780 | 39,266 | 43,465 | 46,469 | 48,513 | 55,404 | 61,179 | 50,000 |
| 74% | 79% | 87% | 93% | 97% | 111% | 122% | |

Another measure of the quality and impact of faculty scholarship is the extent to which it is cited by other scholars. Thompson Scientific is a comprehensive source of data on citations and publications. Their Institute for Scientific Information (ISI) Database contains counts of citations taken from over 9,800 peer-reviewed journals: 6,650 in sciences, 1,950 in social sciences, and 1,200 in arts and humanities. Both articles and citations have been steadily increasing, now well surpassing the 2010 goals set at 9,000 and 50,000, respectively.

19 Doctorate Degrees Awarded

Total Degrees Awarded - Academic Year

% of goal

| 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | Goal |
|------|------|------|------|------|------|------|------|------|------|------|------|------|
| 300 | 257 | 238 | 232 | 239 | 228 | 228 | 246 | 281 | 296 | 308 | 316 | 275 |
| 109% | 93% | 87% | 84% | 87% | 83% | 83% | 89% | 102% | 108% | 112% | 115% | |

The doctorate is the highest degree offered by most disciplines and represents subject mastery. The number of doctorate degrees awarded is a measure of both students' attraction to the university based on the quality of its programs and the university's ability to mentor and support students while providing them with the most advanced level of higher education. The five year goal was to increase the number of doctorates awarded to 275 per year. That goal was surpassed in 2006 and currently stands at 316.

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| 20 Faculty Salaries | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | Goal |
|--|------|------|------|------|------|------|------|------|------|------|------|------|------|
| Comparative Index - Percent of Peer Mean | 100% | 99% | 99% | 98% | 97% | 96% | 96% | 95% | 95% | 94% | 95% | 97% | 102% |
| % of goal | 98% | 97% | 97% | 96% | 95% | 94% | 94% | 93% | 93% | 92% | 93% | 95% | |

While not a direct measure of program quality, competitive faculty salaries are critical to attracting and retaining outstanding faculty. As such, it is important to monitor and improve salary competitiveness as compared to peer universities. Data for this performance indicator is derived from the AAUDE (Association of American University's Data Exchange). Iowa State's goal is to increase faculty salaries to 102% of the peer mean which would bring faculty salaries to the 66th percentile of the university's peer group. 100% equals the peer mean. ISU faculty salaries have become less competitive over the years and currently stand at 95% of the goal.

| 21 Royalties/License Fee Income | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | Goal |
|--|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|
| Millions of Dollars - Rolling 3 Year Average | \$4.9 | \$4.5 | \$2.7 | \$2.9 | \$5.9 | \$7.5 | \$7.2 | \$4.8 | \$5.2 | \$10.3 | \$11.9 | \$12.3 | \$10.0 |
| % of goal | 49% | 45% | 27% | 29% | 59% | 75% | 72% | 48% | 52% | 103% | 119% | 123% | |

Iowa State is one of the most successful universities in applying new technologies in ways that benefit society. The university has set a goal of increasing the income from royalties and license fees to \$10 million by 2010. The 2007 to 2009 figures indicate that the goal has been surpassed.

| 22 Iowan Served by ISU Extension | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | Goal |
|---|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----------|---------|
| Total People Served - Fiscal Year | 468,043 | 499,537 | 727,370 | 657,316 | 665,354 | 766,268 | 757,852 | 754,546 | 795,667 | 871,067 | 980,888 | 1,191,815 | 800,000 |
| | 58.5% | 62.4% | 90.9% | 82.2% | 83.2% | 95.8% | 94.7% | 94.3% | 99.5% | 108.9% | 122.6% | 149.0% | |

"Iowan's Served" measures the number of contacts made by University Extension with Iowa's citizens while providing information, services, and programs that benefit youth, families, adults, businesses, and organizations. The university has set a goal of making 800,000 such contacts per year by 2010. The latest figure indicates the goal has been surpassed.

| 23 University Life Survey | 2007 | 2009 | Goal |
|--|-------|-------|------|
| ISU is a great place to learn (agree or strongly agree) --all respondents | 86.5% | 89.3% | |
| ISU is a great place to work (agree or strongly agree) --faculty and staff | 75.6% | 82.1% | |

The university recently completed another faculty/staff survey that will assist the university in assessing the quality of the working environment that exists and gaining insights into needed improvements. A clear majority of respondents agreed or strongly agreed that ISU is great place to learn (89.3%) and that ISU is a great place to work (82.1%).

| 24 Financial Need Met | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | Goal |
|--|-------|-------|-------|-------|-------|-------|------|
| Percentage of Total Student Financial Aid Funded by ISU--Academic Year | 85.0% | 85.5% | 83.8% | 86.0% | 84.0% | 84.0% | 100% |

The Board of Regents included "Financial Need" in its set of common indicators to be reported by each Regent university. The percentage reported, currently 84.0%, is the proportion of total financial need for all students (as defined by the Free Application for Federal Student Aid) that Iowa State University funded through scholarships and grants.

**UNIVERSITY OF NORTHERN IOWA
2004-2009 STRATEGIC PLAN: PROGRESS REPORT**

Values

The University of Northern Iowa community values:

- Excellence in all its endeavors
- Intellectual vitality
- Intellectual and academic freedom, dialogue and the free exchange of ideas
- Expansive awareness of multiple perspectives characteristic of a global society
- An ethical, caring and diverse community characterized by pluralism and civility
- Personalized learning
- The well being of its students, faculty and staff
- Service to the citizens of the State of Iowa, the nation and the world

Vision

The University of Northern Iowa will be the leader among the nation's finest public comprehensive universities, characterized by a multicultural and inclusive community with high- quality teaching/learning environments and socially responsible contributions to the State of Iowa, the nation, and the world.

Mission Statement

The University of Northern Iowa is a comprehensive institution dedicated to providing a personalized learning environment, founded on a strong liberal arts curriculum. It is committed to being an intellectually and culturally diverse community. The University focuses both on undergraduate education, and on selected master's, doctoral and other graduate programs. It is characterized by excellence in three areas: teaching and learning; research, scholarship, and creative work; and service. Through its varied endeavors, UNI shares its expertise with, and provides service to, individuals, communities and organizations throughout the state, the nation and the world.

Focused Mission Statement

The University of Northern Iowa offers a world-class university education, providing personalized experiences and creating a lifetime of opportunities.

Goal 1.0

Provide intellectually challenging and character-building experiences for undergraduate and graduate students in a personalized learning environment.

Objective 1.1: Maintain the excellence in undergraduate and graduate programs that distinguishes the University, and strategically expand programs that attract students.

Objective 1.2: Provide a personalized learning environment that responds to needs, encourages growth, and recognizes achievements of individual students.

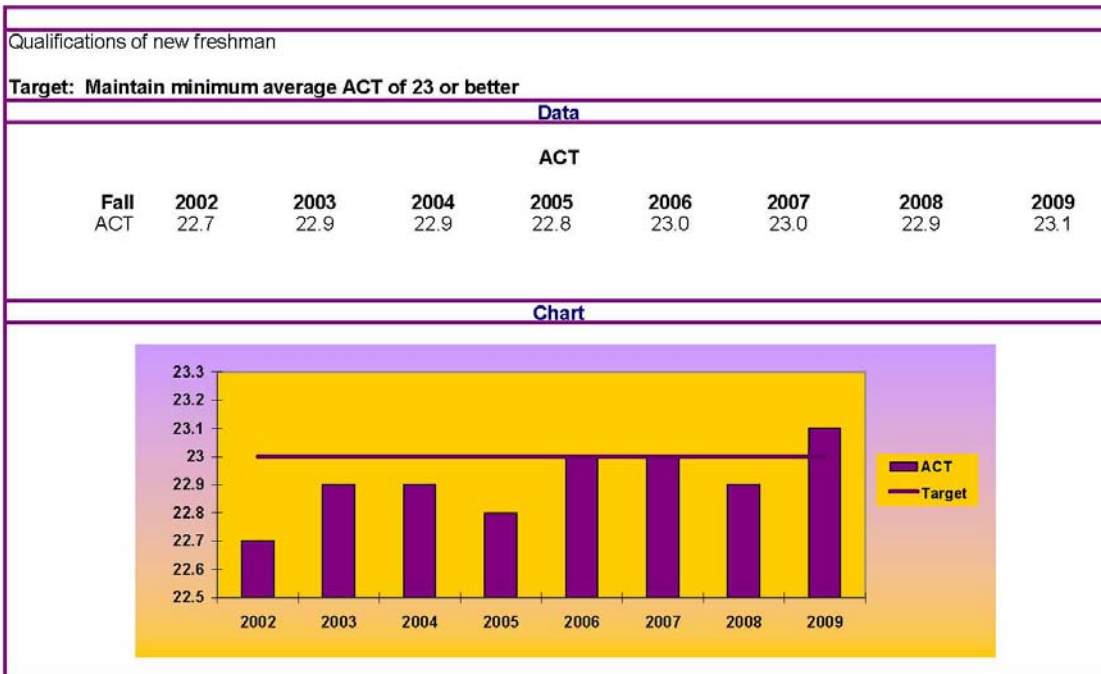
Objective 1.3: Increase understanding of and commitment to the role and value of a liberal arts education as the foundation of a university education.

Objective 1.4: Enhance appreciation of, and encourage participation in, co-curricular and extra-curricular activities that cultivate intellect and character.

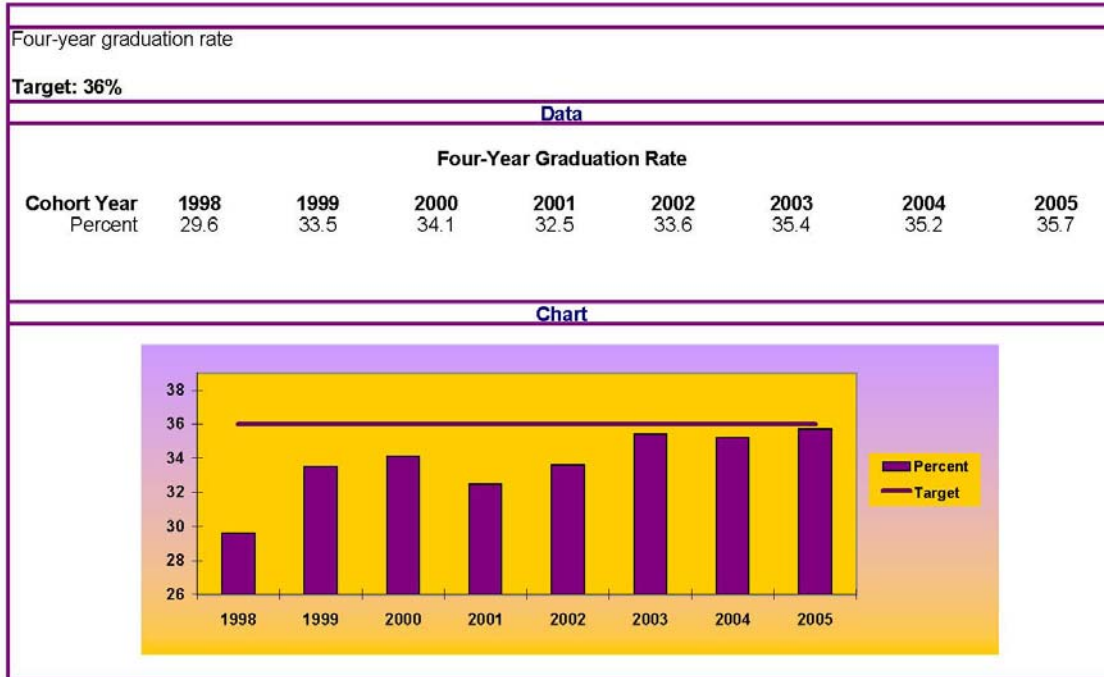
Objective 1.5: Broaden and enrich the intellectual and learning experiences of students by increasing the number of U.S. racial and ethnic minority, and international students, faculty, and staff.

Objective 1.6: Provide instruction to students by tenured or tenure track faculty in accord with established performance targets.

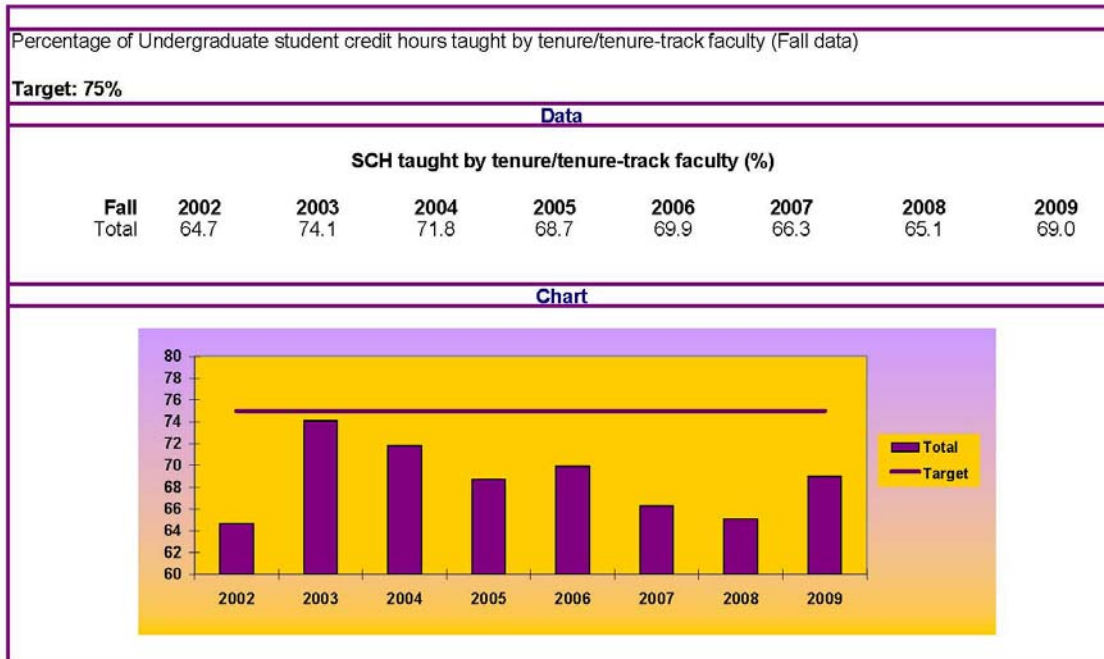
Objective 1.7: Maintain a schedule of class offerings that enables timely academic progress toward a degree



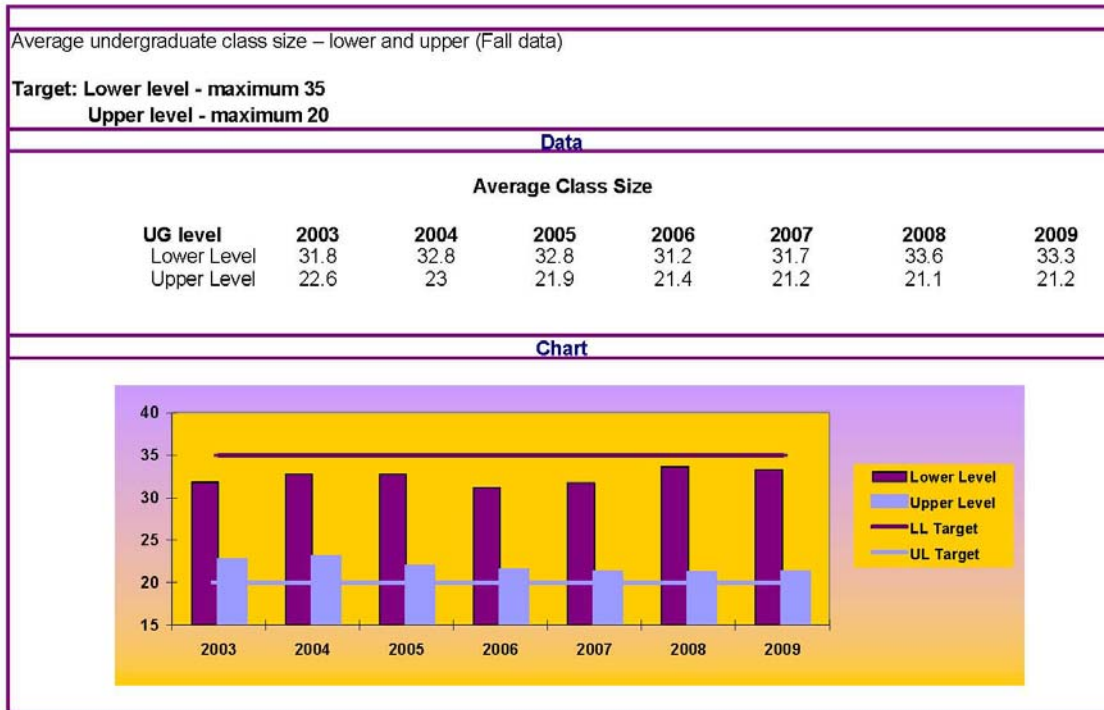
Goal 1.0 continued



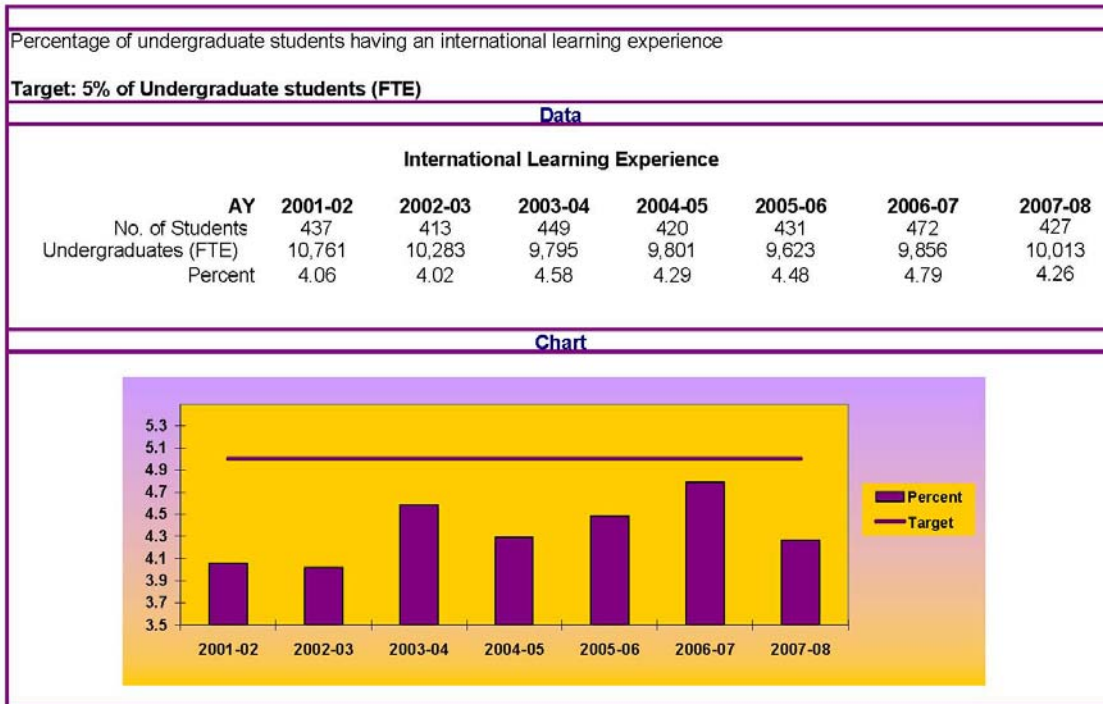
Goal 1.0 continued



Goal 1.0 continued



Goal 1.0 continued



Goal 2.0

Maintain a faculty distinguished by their creative and intellectually rigorous teaching and scholarship

Objective 2.1: Recruit and retain a highly qualified and diverse faculty.

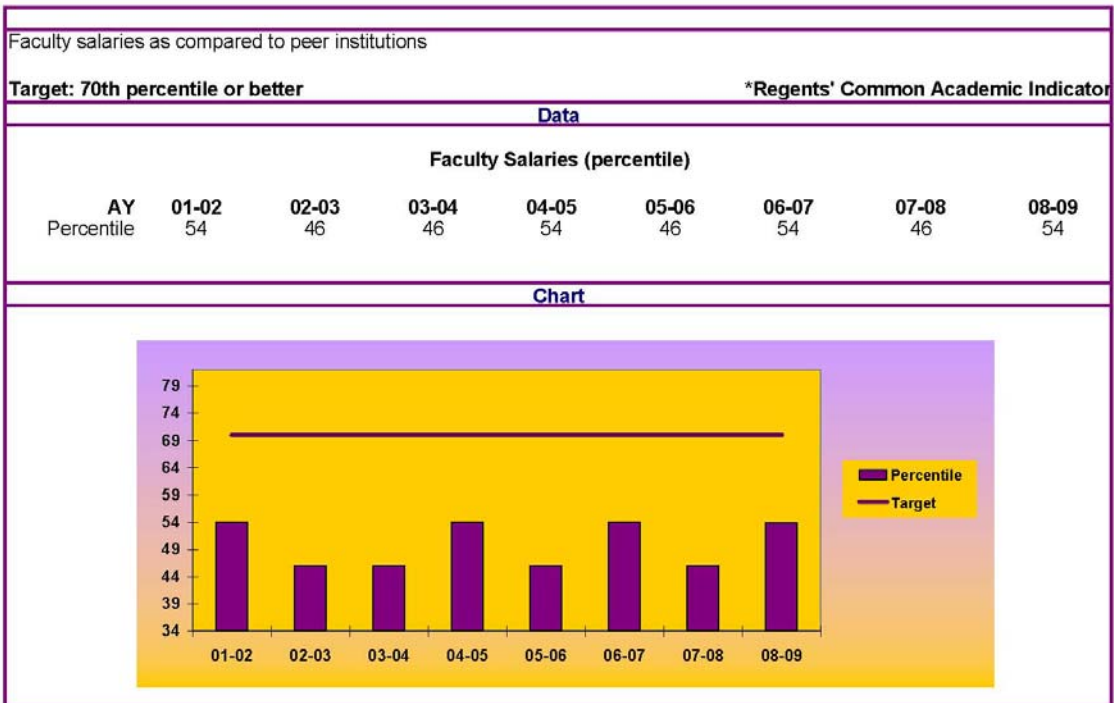
Objective 2.2: Support faculty initiatives to enhance the quality of their teaching

Objective 2.3: Support and strengthen collaboration among Arts and Sciences, Business, and Education faculty as it pertains to the Liberal Arts core, Teacher Preparation and other university-wide programs.

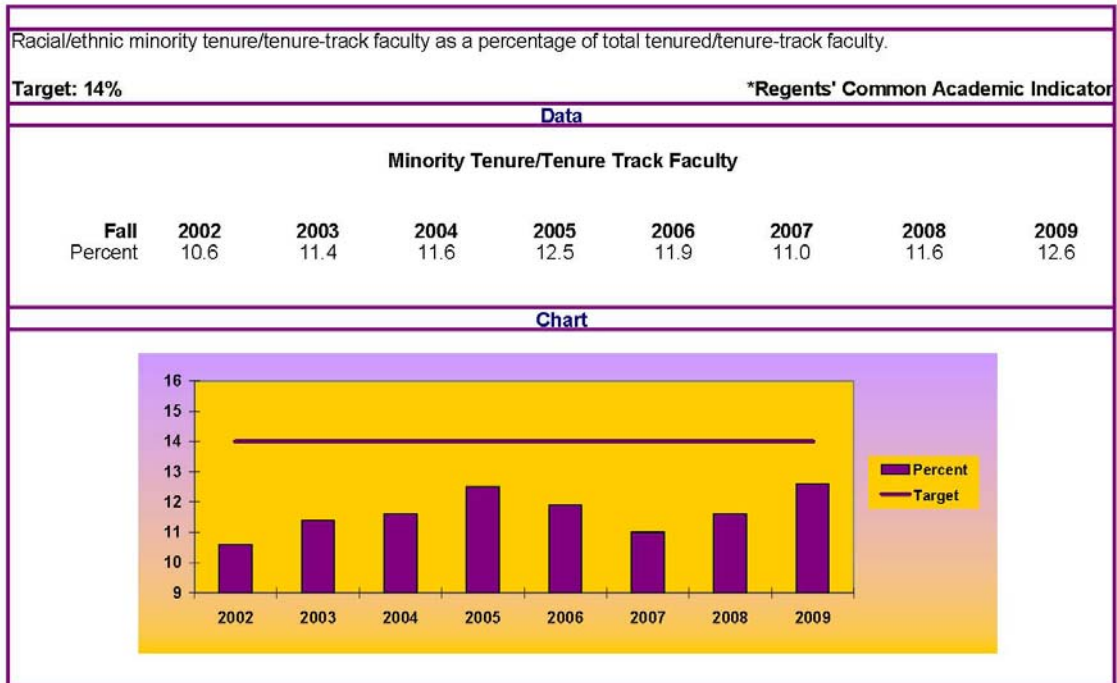
Objective 2.4: Increase opportunities for faculty to enhance the quality and quantity of their research and creative activity.

Objective 2.5: Increase focus on research and creative activities that provide additional experiential learning opportunities for students.

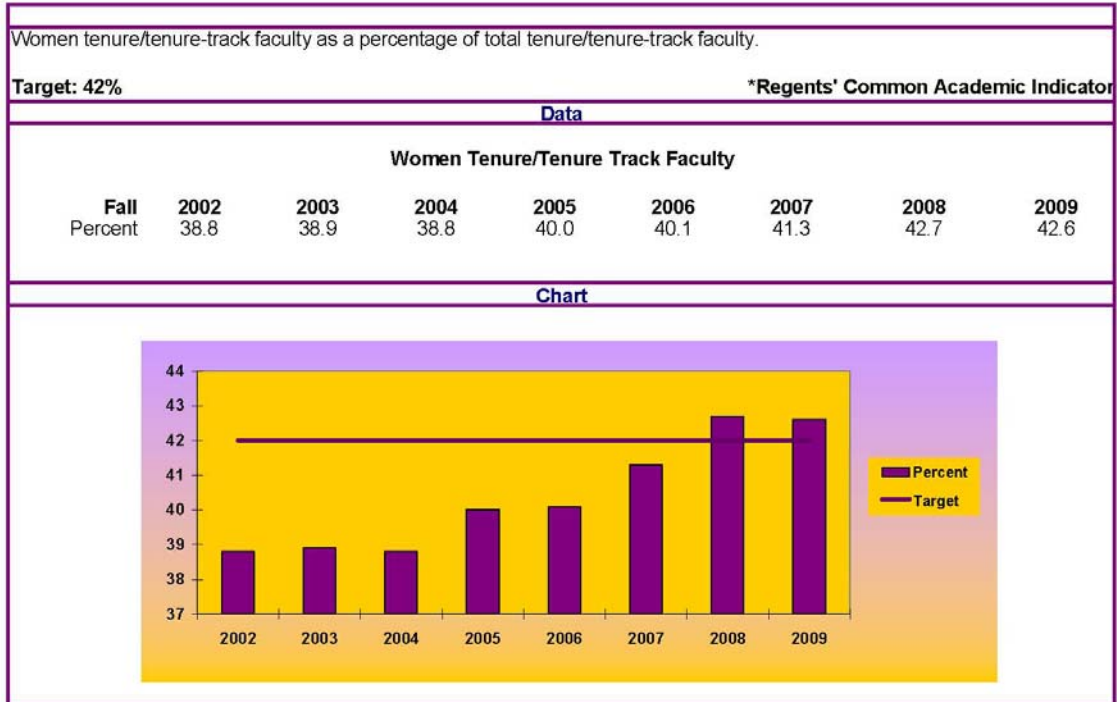
Objective 2.6: Increase support for seeking external funding.



Goal 2.0 continued



Goal 2.0 continued



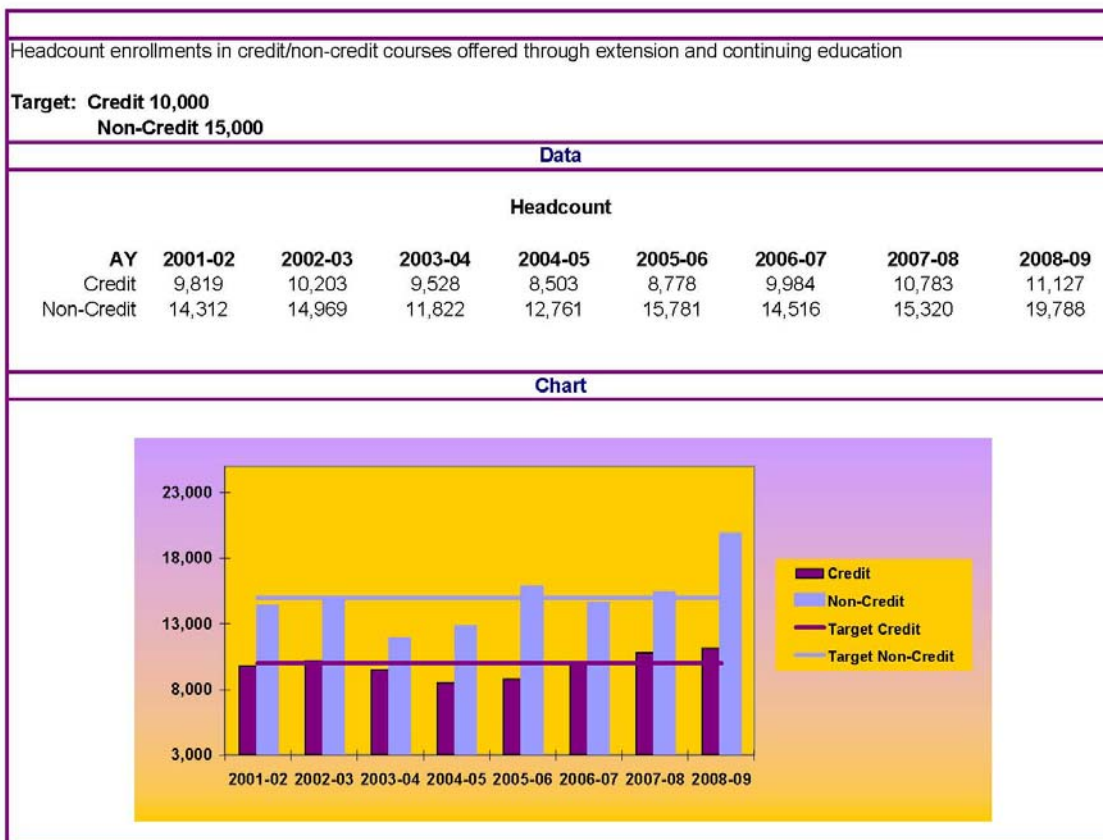
Goal 3.0

Focus the involvement of the University in addressing critical local, state, national and global needs

Objective 3.1: Assess and respond to diverse expectations and needs for UNI programs and services

Objective 3.2: Develop opportunities for students, faculty and staff to provide services to the greater community as part of their academic, co-curricular and extra curricular activities.

Objective 3.3: Establish strong, mutually beneficial relationships with external constituencies through various initiatives including expanded distance learning and creation of an area of campus dedicated to outreach.



Goal 4.0

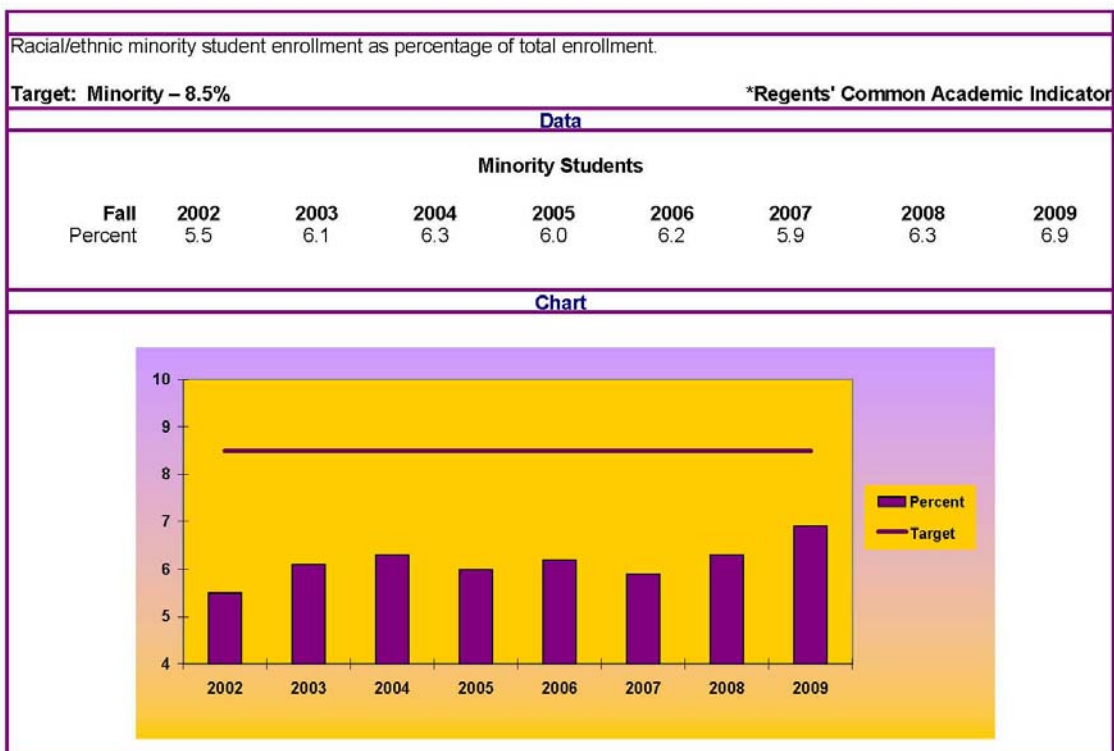
Promote a University culture characterized by diversity, collegiality, mutual respect, organizational effectiveness, and shared responsibility.

Objective 4.1: Employ recruitment and retention strategies that will increase the number of U.S. racial and ethnic minority, international, and protected class students, faculty, staff, and University officials.

Objective 4.2: Maintain a safe and supportive working and living environment characterized by services and programs that promote individual well-being and organizational effectiveness.

Objective 4.3: Broaden participation in University governance activities by students, faculty, and staff.

Objective 4.4: Enhance opportunities for mentoring and social interaction among all members of the University community.



Goal 4.0 continued

Average financial aid accepted as proportion of average financial need by expected family contribution ranges for full-time, resident, dependent undergraduate FAFSA filers receiving financial aid.

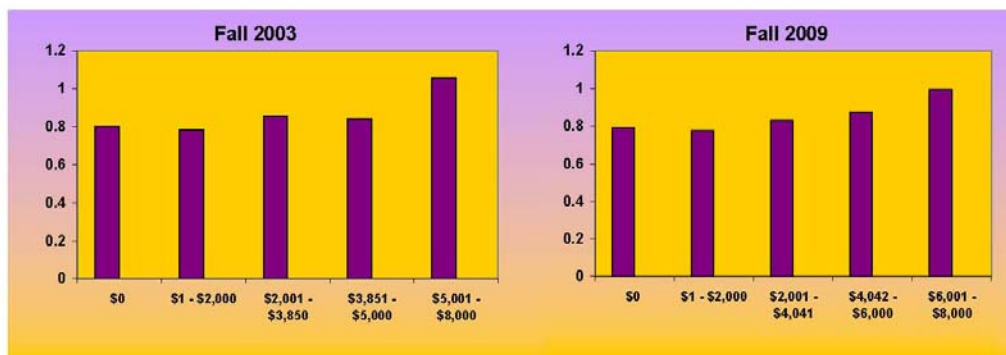
*Regents' Common Academic Indicators

Data

Proportion of Aid Accepted to Need

| EFC Range | Fall 2003 | EFC Range | Fall 2009 |
|-------------------|-----------|-------------------|-----------|
| \$0 | 80.03% | \$0 | 79.06% |
| \$1 - \$2,000 | 78.25% | \$1 - \$2,000 | 77.33% |
| \$2,001 - \$3,850 | 85.49% | \$2,001 - \$4,041 | 82.80% |
| \$3,851 - \$5,000 | 84.19% | \$4,042 - \$6,000 | 87.43% |
| \$5,001 - \$8,000 | 105.61% | \$6,001 - \$8,000 | 99.36% |

Chart



Goal 4.0 continued

One-year retention rate of new, direct-from-high-school freshmen.

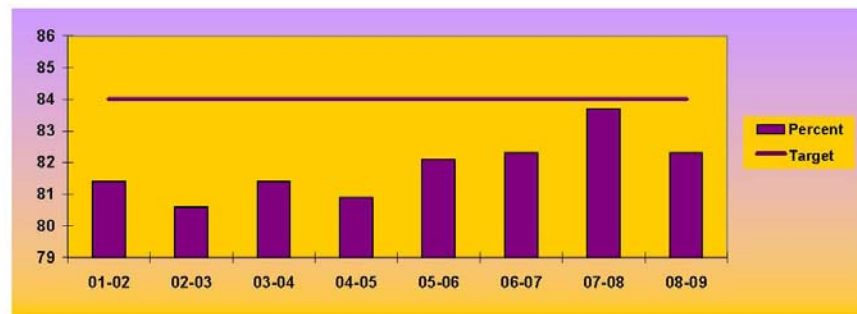
Target*: 84%

*Regents' Common Academic Indicator

Data

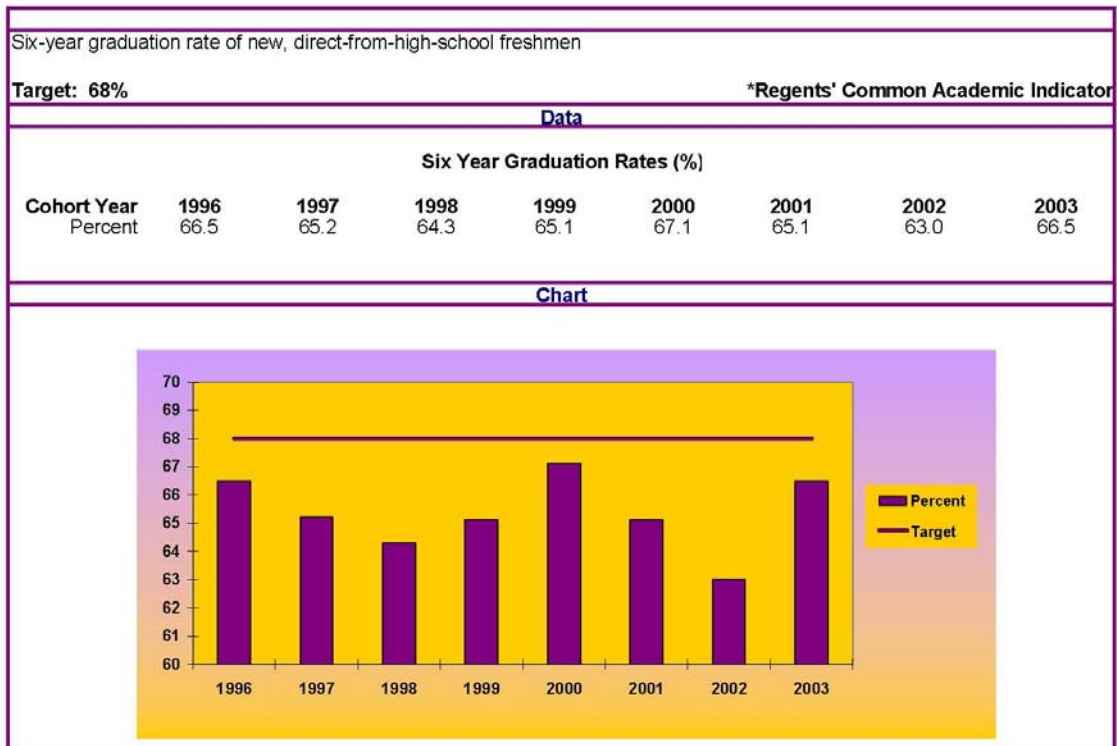
| One Year Retention Rates (%) | | | | | | | | |
|------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| AY | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | 08-09 |
| Percent | 81.4 | 80.6 | 81.4 | 80.9 | 82.1 | 82.3 | 83.7 | 82.3 |

Chart



*Previous Target of 82% was met in 05-07.

Goal 4.0 continued



Goal 4.0 continued

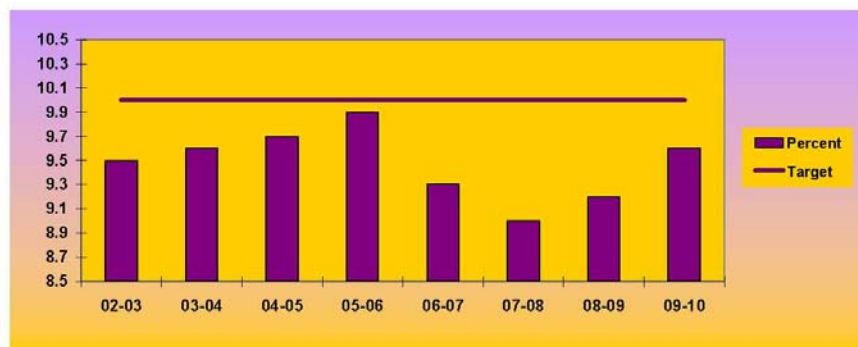
Racial/ethnic minority employees as percentage of all employees

Target: 10%

Data

| Percentage of Minority Employees | | | | | | | | |
|----------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| AY | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | 08-09 | 09-10 |
| Percent | 9.5 | 9.6 | 9.7 | 9.9 | 9.3 | 9.0 | 9.2 | 9.6 |

Chart



Goal 5.0

Provide and maintain appropriate resources including staffing for effective and efficient University operations.

Objective 5.1: Implement budget processes linking allocations to the strategic plan.

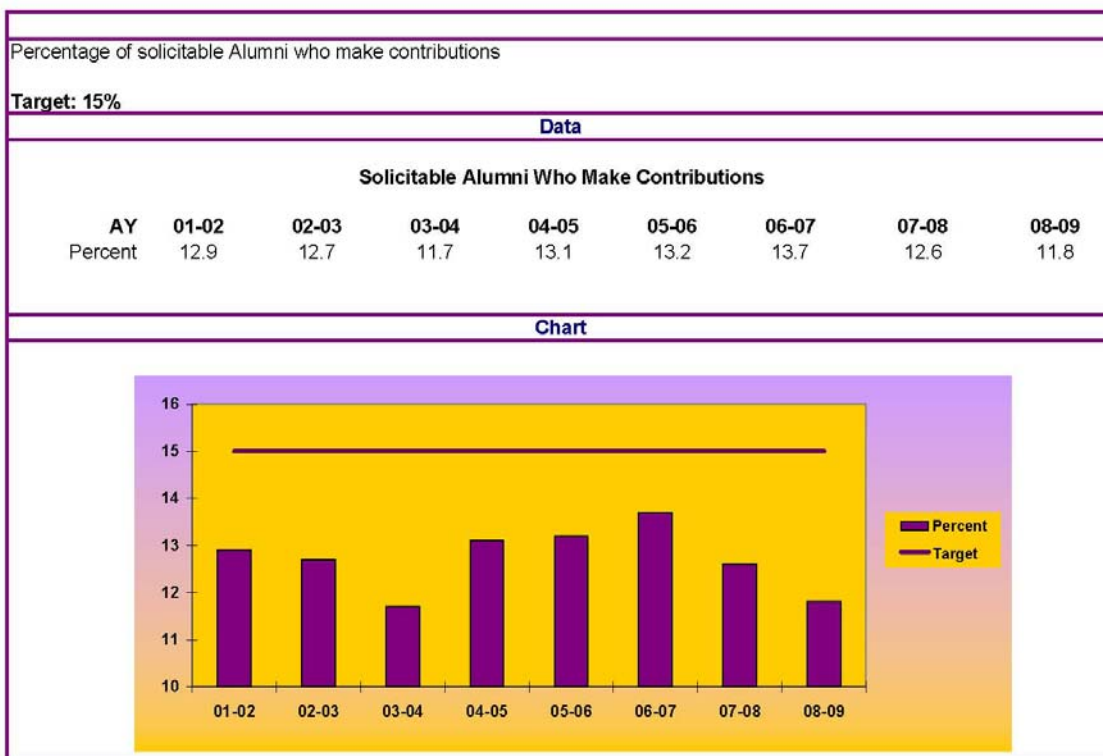
Objective 5.2: Develop intellectual resources by providing opportunities for staff and faculty to pursue professional development and to enhance performance.

Objective 5.3: Provide an appropriate array of library, informational resources, and other University collections to support academic and other campus programs.

Objective 5.4: Assess and meet the technology, information and data base systems, and equipment needs of University programs and operations.

Objective 5.5: Upgrade, construct, and maintain buildings, grounds, and equipment in accord with the University's Campus Master Plan.

Objective 5.6: Increase external funding to support programs and services.



Goal 5.0 continued

